

PSYB21H3S – Introduction to Developmental Psychology: Focus on Education

THURSDAY 6:00 – 10:00 (usually only until 9:00)

Room HW 215 (Humanities Wing)

Contact Information

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*When emailing please include PSYB21 in the subject and allow up to 48 hours for a response.

Reading Material

Meece, J., & Daniels, D. (2008). *Child and Adolescent Development for Educators (3rd edition)*. Toronto: McGraw Hill.

*Be sure to get the third edition of this text as it is different from earlier editions and you will be responsible for the material covered in this edition.

Course Description

The broad aim of the course is to examine how children and adolescents develop, and to explore the interaction between development and education (broadly defined). The focus of the course will be a general overview of developmental psychology, and broad themes such as cognitive, social, emotional, moral, physical, spiritual, and language development from early childhood to late adolescence will be included. The course will consider schooling as one context for development, and will address various notions of how children learn and develop. An additional aim of the course is to help students cultivate an inquiry habit of mind, in which they learn to engage in high-level critical thinking and to become informed consumers of research.

Blackboard

Access Blackboard via <http://portal.utoronto.ca>

Note: You don't need to create a new login for Blackboard; it already knows who you are. You just need your UTORid and password. This is the same login that gets you onto the wireless network with your laptop, and the same one that you use to check your email. If you're confused about your UTORid or don't remember your password, go to: <https://www.utorid.utoronto.ca/>

In order to access course material, monitor course information, and view your grades you must log into Blackboard. If you have any general questions regarding Blackboard, please visit the following help site:

<http://www.portalinfo.utoronto.ca/>

It is also your responsibility to check Blackboard and your University of Toronto email account on a regular basis, as all the important announcements about the course and the program will be done through this means.

Field Experience (focusing on children's development)

All students will complete a field experience as part of the course requirement. Students will observe children's behaviour and think critically about development, connecting the field experience to the academic principles and research presented in the course. All students will observe children from preschool-age to adolescence, so that they experience and gain understandings of the developmental trajectory.

****IMPORTANT:**

School Boards and Community Agencies require the completion of a satisfactory police record check (a vulnerable sector screening check) prior to having direct contact with young people. **You must get a police record check before beginning your field placement.**

Course Expectations

Upon completion of this course, students will:

- have developed an understanding of cognitive, social, emotional, moral, physical, spiritual, and language development from early childhood to late adolescence.
- have thought about how these concepts relate to the child and adolescent in an educational setting.
- have developed observational skills and the ability to map children's behavior against academic principles and research.
- have learned to be inquiry-minded and to engage with the world in a way that considers research and evidence.

Assignments and Evaluation

Class Game: 10% of each student's grade is reserved for designing and implementing a game for the class. In groups, students will design a game to assess and quiz their fellow students' reading and understanding of the text. One group will present each week (weeks 2-11, not on weeks 4 or 6). More information about this will be provided on the first day of class. At this time students will also sign up for a date for their quiz game.

Field Placement Assignment: 25% of each student's grade is reserved for the field placement assignment. The goal of this assignment is to provide students with an opportunity to observe what key developmental concepts and ideas look like in authentic contexts. Students will receive more information about this assignment before beginning the field placement. The field placement assignment must be handed in **at the beginning of class on April 4th**

Midterm: 20% of each student's grade is reserved for a midterm. The tests will consist of multiple choice questions and short/long answer questions based on the textbook, lecture material, and class discussions. The midterm will take place **on February 14th in class.**

Final Exam: 30% of each student's grade is reserved for the final exam. The exam will consist of multiple choice questions and short/long answer questions. The exam will cover material from the entire course. The final exam will be scheduled during the final exam period (**EXAM PERIOD**)

Professionalism and Evidence of Engagement: 15% of each student's grade is reserved for a demonstration of professionalism and evidence of engagement. Professionalism is an integral part of the teaching profession and must be adhered to at all times by all who become members of this community. Professionalism is a continual process and must be understood from the beginning of your journey. As a class we will define professionalism on the first day of class when we will set our community agreements. Your professionalism will be based on your adherence to the agreements, attendance, and collaboration with colleagues, as well as class participation beyond just attendance (participation is not synonymous with "right" answers and the quality of participation is as important as quantity). Please note that it is not appropriate to miss class for any reason other than illness or an emergency. You would not be able to "skip" class when you become a teacher. It will also take into account your performance in the field experience component. Professionalism is an important component of this course since it demonstrates your dedication and commitment to the teaching profession. When you are in the field, it is **essential** that you maintain professionalism at all times. You must dress and act professionally during each visit. You must demonstrate an interest and enthusiasm with the staff and students at each field location. When you are in the field it is important to remember that you are making an impression about yourself and UTSC. Please ensure that you are making a strong and **positive** impression. **Please remember our community agreements of mutual respect, attentive listening, and appreciations/no put-downs.**

Course Policies

Attendance:

Students are expected and required to attend every class, read the required readings for the week and be prepared for various forms of participation. Weekly readings will be used to support your in class learning and achievement level. **Missing classes will be detrimental to your learning and to your final grade.** The reasons for this strict policy relate to professionalism. While lecture slides are posted on Blackboard, they are only a guide to the content presented in class, and do not represent the entire work done in class. Therefore, it is imperative that you attend every class. It is also crucial that you attend every class on time. Punctuality is part of your professionalism. It is unprofessional to come to class late because it disrupts the flow of the class and the concentration of your colleagues in the class. **Attendance at each class is of the utmost importance.**

Assignment submission:

All assignments must be submitted at the start of the class on the due date. If your assignment is not submitted in class it is considered late and you must arrange a time to meet with the course instructor to hand in your assignment. The Psychology office will not accept assignments from students. Assignments will not be accepted over email. Do not submit your assignment to anyone other than the course instructor. If you submit it to someone else I am not responsible if the assignment gets lost in transition and goes missing.

Assignments are usually graded within 2 weeks of their submission. After assignments are graded an announcement will be posted on Blackboard stating that grades are available for viewing. Please do not email inquiring if grades are ready before the announcement is made, as we cannot cope with an excessive amount of inquiries. If you do so, you will not receive a response. If you have grading concerns please wait 48 hours after receiving your assignment back before contacting the course instructor or TA. I am working hard on teaching you about professionalism and professional practices so that you will be successful in your teach careers. As such, sending an unprofessional e-mail or making accusatory comments will not be tolerated. When you have a concern, you must request an appointment. In preparation for that meeting you must bring the graded hard copy of your assignment with highlights of your areas of concern. In addition, you must provide a written explanation of the reasons you believe a higher grade should be assigned. Your appeal will be considered and evaluated based on whether or not the assignment or test should or should not be re-evaluated. It is very important to note that when you resubmit an assignment or test to be re-evaluated, the entire assignment or test and not just specific parts of the assignment or test will be remarked. While this may result in your grade being increased, you also run the risk of your grade being lowered. Please note that is unethical and unprofessional to ask that your grade be adjusted to get a higher CGPA.

Late assignments and missed exams:

As part of your developing professionalism you must submit assignments on their due dates. Assignment extensions and make-up exams will be granted only under extenuating circumstances. In such cases, prior arrangements with the instructor are necessary. Each day an assignment is late you will be deducted 5% per day. After 10 days (a 50% deduction) the assignment will no longer be accepted and you will receive a grade of ZERO for that assignment. Saturdays and Sundays count as two separate days. For example, if an assignment is due on a Friday and you submit it on the Monday you will receive a 5% deduction for Saturday and a 5% deduction for Sunday totaling a 10% deduction in your grade. If you are unable to submit assignments due to illness or family emergencies you must submit appropriate documentation supporting your absence or discuss your reasoning with the course instructor ahead of time.

Plagiarism:

Honesty and fairness are considered fundamental to the university's mission, and, as a result, all those who violate those principles are dealt with as if they were damaging the integrity of the university itself. When students are suspected of cheating or a similar academic offence, they are typically surprised at how formally and seriously the matter is dealt with -- and how severe the consequences can be if it is determined that cheating did occur. The University of Toronto treats cases of cheating and plagiarism very seriously. Please take the time to review the Rights and Responsibilities in the Academic Calendar.

<http://www.utoronto.ca/~registrar/calendars/calendar/?mod=calendars&req=calendar>

Plagiarism is a serious offence, and it can take several different forms. Two of the most common are: 1) handing in work that was done in conjunction with or by another student and passing it off as your own; and 2) using published work in a way that does not conform with APA guidelines as to how to use and cite published work. With respect to the first, while you are encouraged to study with other students for term tests/ final exams that will be taken independently in class, the written work that you hand in is expected to be your own. With respect to already published work, students are expected to use the APA (6th edition) style for appropriately giving credit to the author. If you are not familiar with this style, you should read it carefully before handing in any research paper.

From the Code of Behaviour on Academic Matters: "It shall be an offence for a student to knowingly: represent as one's own any idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e. to commit plagiarism. Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known." All students must refer to this website to obtain information on what constitutes plagiarism. <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize> If questions arise after reading the material on the website, consult your instructor.

Plagiarism will not be tolerated.

*Please also note that for reasons of privacy as well as protection of copyright, unauthorized video or audio recording in classrooms is prohibited

Accessibility Resource Center:

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the AccessAbility Services (<http://www.utoronto.ca/~ability/>). The AccessAbility Services staff (located in Rm S302, Science Building) is available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations (416) 287-7560. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

Course Outline and Schedule (and required readings)

*Please note that you are expected to read the textbook **before** coming to class each week. Being prepared for and participating in class is part of your professionalism and evidence of engagement grade.

Week 1, January 10: Course Objectives and Overview, Assignments; Studying Child and Adolescent Development (Chapter 1)

Why Study Child and Adolescent Development? - pages 1-9

Perspectives on Children's Development - pages 19-29

Studying Children's Development - pages 29-45

Week 2, January 17: Physical Development beginning (Chapter 2)

Chapter Introduction - pages 50-51

Prenatal Development - pages 51-63

Brain Development - pages 64-72

Perceptual Development - pages 72-75

Week 3, January 24: Physical Development continued (Chapter 2)

Characteristics of Children with Special Needs- pages 75-90

Motor Development- pages 90-97

Physical Growth- pages 98-108

Special Health and Safety Concerns- pages 108-121

Week 4, January 31: NO CLASS

Week 5, February 7: Cognitive Development: Piaget's Theory (Chapter 3)

Chapter Introduction- pages 127-129

Piaget's Theory of Cognitive Development- pages 129-164

Week 6, February 14: MIDTERM – will include Chapters 1, 2, and 3 (up to and including Piaget) – you will have 2 hours for the test

February 21: NO CLASS – reading week

Week 7, February 28: Cognitive Development continued: Vygotsky's Theory (Chapter 3) and beginning of Language and Literacy Development (Chapter 5)

Vygotsky's Theory of Cognitive Development- pages 165-178

Putting Piaget's and Vygotsky's Theories Together- pages 179-180

Chapter 5 Introduction - pages 252-254

What is Language and Literacy? - pages 254- 256

Perspectives on Language Development - pages 256-266

Week 8, March 7: Language and Literacy Development continued (Chapter 5)

Learning to Communicate - pages 266-278, 281-284

Literacy Development - pages 284-299, 307-310, 317-320

Cultural Influences on Language Development- pages 320-328

Week 9, March 14: Self-Concept and Identity (Chapter 6)

Chapter Introduction- pages 333-334

Erikson's Theory of Psychosocial Development- pages 334-337

Foundations of Social and Emotional Development- pages 337-350

Development of Self-Conceptions- pages 356-381

Week 10, March 21: Peer Relations and Moral Development (Chapter 7)

Chapter Introduction- page 401

Understanding Others- pages 401-412

Children's Peer Relations- pages 412-432

Moral Development- pages 432-439

Week 11, March 28: The Family: Partners in Education (Chapter 8)

Chapter Introduction- page 445

Conceptions of the Family- pages 446-449

Family Influences on Development- pages 462-474

Child Care- pages 479-483

Children and Media in the home- pages 484-486

Week 12, April 4: What did we learn?, Spirituality, and Review for Final Exam

***Field placement assignment due at BEGINNING of class**

Spiritual Development Jigsaw Activity- You must read 1 of the following papers (your choice). Papers will be posted on Blackboard.

- Bamford, C., & Lagatutta, K. H. (2010). A new look at children's understanding of mind and emotion: The case of prayer. *Developmental Psychology*, 46, 78-92.
- Holder, M. D., Coleman, B., & Wallace, J. M. (2010). Spirituality, religiousness, and happiness in children aged 8-12 years. *Journal of Happiness Studies*, 11, 131-150.
- Stokes, C., & Regnerus, M. D. (2009). When faith divides family: Religious discord and adolescent reports of parent-child relations. *Social Science Research*, 38, 155-167.